

Quality Management System Formulation and Implementation as a Factor of Enhancement of the university Role in the Local Development

N.G. Bagautdinova, A.Z. Novenkova and A.V. Sarkin

Kazan Federal University, Kazan, Russia

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Abstract: The present article suggests the organizational procedure of the quality management subsystem formation for the educational institution's structural subdivision in accordance with the ISO 9000 Standards. The authors examine the educational establishments' quality management systems functioning when the official public authorities, like ministries and agencies, play an active role in their activity and paying a special attention to the assessment from the side of the latter.

Key words: Quality management system • Educational institution • Educational service • Business processes • ISO 9000 Standards • Spatial economy

INTRODUCTION

The state of the general and professional system of education in a wide extent identifies the directions and the rates of the socioeconomic development, which calls for the necessity to develop and implement an active state policy focused on the formation of favorable conditions for the suitable functioning and steady development of the national educational system.

The transformation process of the higher educational institutions in Russia took its course during the period of deep social and economic crisis, the transfer of society from one system to another and was characterized with the predominance of destructive tendencies over the constructive ones. The surmounting of structural disproportions assumes the necessity to introduce the progressive innovations oriented onto the satisfaction of needs of the state, entrepreneur community and separate individuals, as well as onto the support of effective system of the national safety, which, in its turn, sets new requirements for the quality of top-qualification stuff and specialists training for both real and financial sectors of economy. Due to this it is more reasonable to move the center of gravity of the higher professional educational system reformation to the level of institutions of higher education, which allows at irreducible expenses of the state initiating and activating the constructive labor of the

higher-qualified scientific-pedagogical collectives, the greater part of which estimate the prospects of educational establishments development with a high level of optimism.

The current state of the labor market is one among the key figures characterizing the general condition of the national economy. The structural transformation of the Russian economy and activation of crisis signs have lead to the changes in the structure of demand on University alumni. The market relationships have required the forecasting of higher education institutions development and implementation of elements of planning into the higher educational institutions activity agreed with the potential employers on conditions of mutually profitable business relationship. The implementation of innovations made into the educational institutions is made difficult by the microeconomic instability, non-correspondence of professional education curricula to the labor market requirements; by the employers disinterest in the development of relations with the system of higher professional education as concerning elaboration and financing of the educational process content; development of regulatory and legal framework; by the lack of social partnership, which promotes the development between the sphere of education, employment offices, recruiting agencies, educational establishments and organizations.

RESULTS

The assurance of strong market positions of educational institutions in a volatile external environment caused by incompleteness of institutional transformations in the Russian economy and real globalization threats assume the availability of effective system of service management in its corporate and external (strategic) functions including the educational services quality management as one of the most important components. The contradiction between the tendencies of quality improvement and rise in the efficiency of production, which are the main reasons of failure in management systems implementation into the Russian educational institutions can be solved only by the quality control, which has systematic features and enhance the whole life cycle of educational services. Thus, the development and introducing of educational institutions' quality management system will provide the introducing of modern and effective system of management and control.

At the same time it must be admitted that despite the indefatigable attention from the side of domestic and foreign researches to the problem of effective quality management systems development, there are still some difficulties in understanding of voluntary standards nature, their interrelations with the methods of the state regulation in education; also, the contrariety of the part of professor-teaching personnel and auxiliary educational staff with the innovations in the system of management, etc is observed. All these moments determine the actuality of the present researches.

The analysis of educational institutions' quality management systems allows us to detach two Quality Management Systems groups among them: the educational institutions Quality Management Systems, which are functioning when the official public authorities represented by the ministries and agencies play an active role in their activity and which are paying a special attention to the assessment from the side of the last ones. The mechanism of the state control over the condition of the QMS is implemented through the licensing, accreditation, ratings building and financial resources allocation. Such QMS are typical for educational establishments of most European (France, Germany) and Scandinavia (Sweden) countries. The educational institutions' Quality Management Systems functioning at the lack of traditional bodies of the state administration, which assumes the consolidation of role and significance of self-esteem during their formation and development

(like in the U.S.A and the countries of South-Eastern Asia). At the present moment the role and significance of approaches typical for this QMS group is getting stronger in the global educational space.

The analysis of existing approaches and practice of quality control of the Russian educational activity certifies about the advantageous orientation of educational institutions onto the performance of the state educational standards developed by the stuff of these educational institutions, as well as onto the control of formal requirements to the organization of educational process and assessment of education quality on the basis of the students grading (nearly always lacking connection to the requirements to their future activity).

The quality management system is interpreted in practice as a universal system integrated as a key component in the unified management system of both strategic and operational levels. This predetermines its uniqueness for each separate organization/institution and at the same moment allows us developing and applying the systematic invariant technique of research and development of the QMS for each educational institution. The field of quality management system application is the educational process, the main product of which is the educational services. We identify the learning-teaching and integrated products developed on the base of scientific-technical product and educational services as an ancillary product that provides the required level of quality of educational process results. Due to the specific character of the higher educational institutions activity, the requirement to validation of manufacturing processes are excluded from the set of the QMS general requirements.

According to the standards and specificities of educational institutions we have developed the algorithm of the QMS formation for the separate subdivision of the educational institution (Table 1)

According to the generally accepted interpretation of definition of the product quality, the term "service" is fully included into the term "product" as one of its components. However, the current approaches to the assessment of quality in this field are fragmentary and they examine the quality of educational establishments' activity non-systemic. The present work assumes to find a solution of this problem basing on implementation of principles of the systematic approach, according to which the educational institution is a link in a chain (or more specifically, in a cycle) of the public needs satisfaction specified to the needs of the separate customers.

Table 1: The algorithm of the process of the QMS development in the educational institution's subdivision

Type of activity	Responsible for the type of activity	Terms of performance	Preparer	Statutory document identifying the type of activity	Notes on quality
2	3	4	5	6	7
The necessity of QMS creation for the educational institution subdivision					
Making of decision on the QMS creation	Department Chairman	On fact	Department Chairman, the whole stuff	ISO 9001	Order
Appointment of Management Representative	Director	Immediately	Representative Management	ISO 9001	Order
Working group creation	Management Representative	1 week	Representative Group stuff		Order
The QMS program development	Management Representative	1 week	Management Representative	ISO 9001	The QMS Formation Program
Working group members training on the ISO requirements	Management Representative	1 week	Group stuff	ISO 9001	Visit log
The QMS processes appropriation	Management Representative	2-3 months	Management Representative	ISO 9001	The list of the QMS processes
The QMS processes description	Management Representative	3 months	Group stuff	ISO 9001	The QMS processes album
The development of six obligatory documented procedures	Management Representative	3 months	Management Representative	ISO 9001	six obligatory documented procedures
The development of the Quality Manual	Management Representative	3 months	Management Representative	ISO 9001	Quality Manual
The development of Operational Instructions	Management Representative	3 months	Management Representative	ISO 9001	Operational Instructions
The quality policy development	Management Representative	1 week	Management Representative	ISO 9001	Quality Policy
The development of objects in the field of quality	Management Representative	1 week	Management Representative	ISO 9001	Objects in the field of quality
Management training	Management Representative	1 week	Management Representative	ISO 9001	Visit log
Internal auditors training	Management Representative	2 weeks	Management Representative	ISO 9001 ISO 19011	log Visit
QMS enactment	Management Representative	2 months	Management Representative	ISO 9001	Order
The QMS internal auditing performance	Management Representative	2 weeks	Management Representative	ISO 19011 ISO 9001	Order
The QMS correcting based on the results of internal auditing	Management Representative	1 month	Director	ISO 9001 ISO 19011	
The QMS analysis by the Management of organization	Director	1 month	Management Representative	ISO 9001	Report on the QMS analysis
The QMS certification audit	Management Representative	2 months	Management Representative	ISO 9001	Certificate
Corrective actions	Management Representative	1 month	Management Representative	ISO 9001	Action plan
Preventive actions	Management Representative	1 month	Management Representative	ISO 9001	Action plan
Quality Management System					

At the first stage the educational institution has a status of a “customer” serviced by the various organizations and authorities and that’s why here the problem of quality arises in a form of a problem of resources (first of all, labor resources) and services providing quality. At the present stage the quality control is provided by means of efforts taken in the sphere of information-analytical activity (the analysis of suppliers and goods suggested by them, the availability of Quality Certification) through the establishment of strategic partnership with the government authorities, local government authorities, potential employers and through the use of the contract based agreements (including the requirements to the delivery quality). At the second stage the quality of educational institutions’ services is

provided by means of quality of resources transformations and implementation of providing services. The introduction of the ISO 9000 Standards is typical for this stage. The third stage is characterized by the direct process of educational services providing to the final consumers. The quality of educational institution’s services is defined by the quality of material and non-material components of the service. Thereat the key link and the main assessor of quality here is the consumer. At the fourth stage the process of the customer’s requirements satisfaction is taking place.

The cycle of works on Quality Management System development according to the ISO 9000 Standards can be divided into 3 successive stages.

Stage 1: The organization of the system's development – the results are the development of the program of works on quality system creation performance; the organization of the ISO Standards studies; the analysis of the current education quality management system (or its elements) from a viewpoint of ISO Standards and identifying of non-conformities; the development and implementation of measures on bringing of the quality management system into conformity with the selected standards or documents complexly synthesized on a basis of ISO 9000 Standards.

Stage 2: The QMS documentation drafting and enactment, which assumes the preparation of documentation and making aware the stuff and, if required, the students of it.

Stage 3: The preparation of the system of quality for certification.

The Quality Management System development can be performed as at the level of higher educational institution in general, as at the level of separate structural subdivision. In the second case the most reasonable is to create the QMS department of the higher educational institutions, which are the most numerous subdivisions bearing the main educational, tutorial and scientific load. In this regard, the efficient management of separate department is the key for the quality management of the whole higher educational institution. The whole process of the educational service life cycle is held at the department. The separate departments can make decisions on education quality improvement on their own initiative using the QMS tools for the purposes of introduction of innovations for the educational services quality increase and corporate responsibility for efficiency activity and ability to deliver good results implementation. The QMS of the higher educational institution's department, which meet the requirements of the GOST R ISO 9001:2001 can be a good example for other departments and offices of a university, while their activity in the sphere of quality will allow determination the problems and estimation the range of works for each subdivision and higher educational institution in general, as well as will help to decrease the negative attitude to the QMS introduction from the side of the higher educational institution staff.

By dint of the expert method it was possible to find out that the macro processes of the first and second levels are almost on 100% the same in all higher educational institutions, the macro processes of the third level – on 50-60%, of the forth level – averagely on 30%, which is conditional upon the specifics of the higher educational institutions activity.

CONCLUSIONS

The complex Quality Management System of educational institution means the set of socioeconomic relationships represented by the subsystems of managerial and administrative-systematic relations, which is oriented onto the requirements of consumer to the quality of education and includes the organizational structure, procedures, processes and resources as the attributive components.

It seems reasonable to develop the special procedure of Quality Management System development for the separate subdivision (department) of educational institutions succeeded by extension onto the whole higher educational institution that will allow specifying the content of measures connected with the QMS development, to increase the QMS efficiency, to optimize the excesses of its introduction and to decrease the negative attitude of the stuff to innovations.

The list of processes in educational establishment with the division onto three groups was substantiated: the management processes, the products' life cycle processes, the QMS supporting processes. The criteria, due to which it is possible to identify the necessity in the processes of correcting and preventive actions, as well as in the process of continual improvement applicably to the specifics of the higher educational institution, were stated.

The procedure of the Quality Management System development of the separate department in accordance with the ISO 9000 Standards including the stages of its development, introduction and certification was suggested. Thereat the new processes like "Behavior" and "Marketing" were included into the QMS of the structural subdivision of educational establishment.

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